

STUDENT SUCCESS & SUPPORT PROGRAMS, COLLEGE CENTERS COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR) FOR 2023

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle (i.e. every two or five years).

Program: DSPS **Planning Year:** 2022-23 **Last Year CPPR Completed:** 2018-19

Unit: DSPS **Cluster:** Student Services

NARRATIVE: STUDENT SUCCESS & SUPPORT PROGRAMS, COLLEGE CENTERS CPPR

Please use the following narrative outline:

GENERAL PROGRAM INFORMATION

A. PROGRAM MISSION.

- Disabled Student Programs and Services (DSPS) facilitates accommodations and other support services for students with disabilities so that they have an equitable opportunity to meet their educational goals. We promote self-advocacy, independence, and integration in the college experience. We educate the campus community on disability related matters and provide guidance in the implementation of reasonable access and accommodations.

B. BRIEF HISTORY OF THE PROGRAM.

- Disabled Student Programs & Services began at Cuesta College on the San Luis Obispo campus in 1972 with a modest budget of \$4,775. The department included a part-time counselor and 34 students with a wide variety of disabilities. The first director, Lynn Frady, Ed.D., was hired in 1973 and stayed with the program through 2001. Since then, several directors have served as leaders to the program. A new director was hired in Spring 2018 and served until September, 2022. The current interim director began January, 2023.
- State Categorical funding was created to help support services provided to students with disabilities. When the current DSPS funding formula was adopted in 1989-90, it included a \$50,000 base for each college. Our funding levels are also dependent on the number of students served. It is extremely important to have systems and procedures in place to legally serve our students and be as efficient as possible. The current funding system is in flux and in transition from the previous MIS Disability Category model to a new funding allocation model.

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C. SIGNIFICANT CHANGES/IMPROVEMENTS SINCE THE LAST PROGRAM REVIEW.

- Many of the structural and procedural changes that have occurred since the last comprehensive review are in response to the consequences of the Covid-19 pandemic. Significant structural changes since the last Program Review include:

- Implementation of new DSPTS software: Accessible Information Management (AIM) system
- Specialists continuing working remotely
- Learning Disability testing 1x/week instead of 2x/week
- DSPTS has moved to providing hybrid services for students
- For example, 1:1 meetings with Specialists, staff and director available via zoom, phone as well as in-person
- DSPTS provided both a virtual lobby and in-person services to meet the needs of students, staff, faculty and community
- Developed Staying Connected Workshops held weekly via zoom that address isolation, communication, test anxiety, anxiety & depression, learning styles, time management, accommodations 101 and transferring with a disability
- Launched testing module in AIM so students and instructors can complete computerized testing forms/scheduling, eliminating paper forms
- Created DSPTS Canvas pages to add additional support and information for faculty and students
- Created faculty and student 'how-to videos' on using AIM and DSPTS services
- Flexible attendance process and form was approved via Academic Senate
- Updated fundamental alteration process approved via Academic Senate
- Developed standardized DSPTS orientation video for high schools
- Post-pandemic, re-opened testing center on both campuses

STAFFING

- DSPTS testing coordinator retirement in December, 2022
- DSPTS director resignation in September, 2022
- DSPTS alt media resignation in October, 2022
- DSPTS academic counselor left in Spring, 2022
- DSPTS academic success coach resignation in December, 2022
- Interim DSPTS director hire in January, 2023
- Current recruitment DSPTS Program Assistant
- Current recruitment for Alternate Media Facilitator
- Current recruitment for Testing Center Coordinator
- Faculty Retirements – Three part-time Learning Disability Specialists have retired in the last 5 years with one Full-time Disability Specialist anticipated to retire at the end of the 2022-23 academic year. In addition, one of the remaining full-time faculty have taken on overload to assist with student demand.
- Classified Restructure – The department continues with the classified staff structure implemented in the last review period. However, there has been significant

turnover in classified staff since the last review. An Alternative Media Facilitator retired, a new one was hired and has since left. The department is in the process of filling this position. The Alternative Testing Coordinator recently retired and the department is currently in the progress of filling that position as well. A new DSPS Program Assistant position for the San Luis Obispo campus is also being flown at this time.

- Director Hiring – A new director was hired Spring 2018 to provide leadership to the newly reorganized department. This director served in this role until September, 2022. An interim director was hired to fill this position and began in January, 2023.
- Funding Formula - For FY 2022-23, the Chancellor’s Office froze the DSPS funding formula. Due to a significant increase to the program state appropriation, each college’s DSPS allocation reflects a 30% increase (which included the COLA) over the prior year allocation. The weighted values for MIS disability categories were not considered a factor in allocations during this fiscal year. The Chancellor’s Office is currently working its way through the Participatory Governance process and gathering feedback from a variety of stakeholders to implement the proposed DSPS funding formula in FY 2023-24. The way the current formula is written it is \$200,000 base + 90% DSPS Headcount + 10% Expanded College Effort. Allocations will be determined based on prior prior year data (including MIS student headcount and DSPS final expenditures).

D. DESCRIBE HOW THE PROGRAM REVIEW WAS CONDUCTED AND WHO WAS INVOLVED.

Program Review was conducted in two parts. A program review planning document was shared with all staff electronically via email. Staff was invited to share input virtually via Zoom meeting held on 2/15/23. For team members unable to attend the virtual meeting, input was solicited via email. The following team members were present at the meeting:

- Jamie Bettencourt, Interim DSPS Director
- Christine Groff, Accommodation Assistant
- Michelle Bach Peters, DSPS Department Assistant
- Kathy Peters, DSPS Specialist
- Lisa Curtis, DSPS Learning Disability Specialist

Judy Rittmiller, DSPS Program Assistant, and Joanna Malizia, ASL Interpreter, were not able to attend the meeting but shared their input via email.

**PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#),
[INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)**

IDENTIFY HOW YOUR PROGRAM ADDRESSES OR HELPS TO ACHIEVE THE [DISTRICT'S MISSION STATEMENT](#).

Institutional Goal 1: Access: Increase student access to higher education

Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach.

DSPS promotes Institutional Goal 1 through the following:

- DSPS outreach at meetings and with professionals such as SLO County Special Education Local Plan Area (SELPA), SLO County Office of Education (SLOCOE) Access, Cuesta EOPS, Department of Rehabilitation (DOR)
- DSPS Advisory Committee
- Transfer Workshops
- Online Workshops during Covid
- High School site visits
- Virtual Lobby
- Accommodating more severe disabilities
- Creation of informational and tutorial videos on Cuesta DSPS website
- Appointment link on website for Specialists and counselor

Institutional Objective 1D: Increase career pathways for local high school students.

DSPS promotes Institutional Objective 1D through the following:

- DSPS continues to provide outreach to local high school and provides DSPS orientations via Zoom and in person. DSPS developed a standardized orientation video that can be shared with high school students and families
- Specific accommodations for specific career pathways (ex. Nursing, Auto, Psych. Tech.)
- Increase in Personal Service Attendant (PSA) accommodations and development of specific form to authorize
- Ongoing collaboration with faculty and departments on unique needs of programs to support recruitment of students with disabilities
- Collaboration with academic counselors

Institutional Goal 2: Completion: Increase the number of students earning an Associate’s Degree for Transfer, credentials, certificates, or specific job-oriented skill sets.

Institutional Objective 2A: : Increase the number of students earning an Associate’s Degree for Transfer, credentials, certificates, or specific job-oriented skill sets.

DSPS promotes Institutional Goal 2A through the following:

- Adjustment back to in person learning disability testing
- Academic adjustments, auxiliary aids and services such as note takers, ASL interpreters, extended time for test taking and alternative media for textbooks and materials
- Referrals of students to the DSPS academic counselor and academic success coach
- Collaboration with CalWorks/EOPS/CARE/Foster Youth
- Collaboration with Career Connections
- Collaboration with Monarch Center
- Strong relationships with CTE, Nursing and Psych Tech
- Provide documentation and letters for state licensing boards for academic accommodations
- Department of Rehabilitation (DOR) collaboration and referrals

Institutional Goal 3: Transfer: Increase the number of students transferring to a California State University (CSU) or University of California (UC).

DSPS promotes Institutional Goal 3 through the following:

- Referrals to transfer center.
- Campus tour was previously done for students with disabilities (Cal Poly)
- Transfer Workshops lead by counselor
- Targeted transfer advisement by Specialists (ex. Specific colleges, timeline, process, etc.)
- Support in completing EOP application in preparation for transferring

Institutional Goal 4: Unit Accumulation: Decrease the number of units accumulated by Cuesta College students.

DSPS promotes Institutional Goal 4 through the following:

- Close collaboration with academic counselors
- Increase academic supports (Academic Success Coach)
- Appropriate accommodations and effective support by DSPS faculty and staff

**PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS
THIS SHOULD BE AN UPDATE ON THE DATA ANALYSIS FROM THE LAST CPPR**

Program data is available on the [SLOCCCD Institutional Research website](#).

ENROLLMENT

Please review the data and provide analysis of the factors affecting your program’s overall enrollment, paying particular attention to recent changes. Please also comment on your program’s data and how it compares to the overall college data.

Figure 1. Total Students Served

Total Students Served	2019-2020	2020-2021	2021-2022
District-wide Verified	833	760	808
• North County	221	53	99
• SLO	624	325	359
• South County	5	1	1
• Distance Ed.	400	723	709
District-wide MIS	908	852	951

Source: Cuesta College Institutional Research; CCCCO DataMart

The drop in DSPS enrollment for Academic Years 2020-21 and 2021-22 can reasonably be attributed to the onset of the Covid-19 pandemic and the consequent steps of moving all instruction and services to a virtual model. However, as evidenced in the AY 2021-22 numbers, DSPS enrollment is increasing and numbers of students served in AY2022-23 are anticipated to reflect this trend.

The program will continue to grow the total students served through the following activities:

- In-reach to current Cuesta students
- Visible presence at events for new students such as Promise Day, Cougar Welcome Days, Connect @Cuesta, and the Student Success Festival
- Outreach to local high schools
- Collaboration with appropriate community and state agencies such as Tri-Counties and DOR
- Continued education and collaboration with faculty around DSPS services and supports

STUDENT SUCCESS – COURSE COMPLETION (INSERT DATA)

Please review the data and provide analysis of the factors affecting your program’s overall successful course completion percentage, paying particular attention to recent changes. Please also comment on your program’s data and how it compares to the overall college data.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Figure 2. 1st Year Persistence Rate

DSPS	1st Year Student Persistence DSPS	1st Year Student Persistence DISTRICT	Difference
Annual 2018 – 2019	78.7%	69.3%	+9.4%
Annual 2019 – 2020	80.5%	69.0%	+11.5%
Annual 2020-2021	74.6%	63.1%	+11.5%
Annual 2021 – 2022	83.1%	65.8%	+17.3%

Source: Cuesta College Institutional Research

First Year Persistence Definition per Cuesta College IR: First time student in Fall or Spring, enrolling in second consecutive primary term: ie Fall to Spring or Spring to Fall

Historically, DSPS persistence rates have been consistently higher than district-wide rates. The lower rate seen in AY2020-21 can reasonably be attributed to the ongoing Covid-19 pandemic and the consequent steps of having moved instruction and services to a virtual model. However, as evidenced in the AY 2021-22 numbers, the DSPS student persistence rate is increasing and the persistence rate for AY2022-23 is anticipated to continue this trend.

In order to continue to increase persistence rates DSPS will do the following:

- Address and remove disability related barriers on campus
- Provide consultation to faculty and staff on disability related issues
- Provide case management services to DSPS students that includes Specialist, academic success coach and counseling
- Continue to train students on using AIM communications via website, Canvas how-to videos and workshops
- Continue to provide training to faculty around accommodations through how-to videos, professional development opportunities, department meeting presentations and development of faculty Canvas page

Figure 3. Course Retention Rates

DSPS	Retention Rate DSPS	Retention Rate Overall College	Difference
Annual 2018 – 2019	87.39%	89.75%	-2.36%
Annual 2019 – 2020	81.35%	85%	-3.65%
Annual 2020-2021	82.1%	86.72%	-4.62%
Annual 2021 – 2022	83%	88.14%	-5.14%

Source: Cuesta College Institutional Research

Course Retention Definition per Cuesta College IR: Percentage of students who do not withdraw from a class and who receive a valid grade.

Though not reflected in the chart above, DSPS Course Retention Rates were noticeably closer to district wide rates pre-Pandemic in AY2016-17 (85.85% vs 88.85), AY2017-18 (87.27% vs 89.01%). The increasing difference between DSPS rates and district rates can possibly be attributed to the increased number of Synchronous and Asynchronous classes that students have had to take since Spring 2020. Another possible factor could be the lack of continuity in the part-time DSPS academic counselor position in the last three years. DSPS efforts to close the gap in retention rates are very similar to those employed in maintaining our high Persistence rate but with an increased focus on student success strategies targeting distance education classes.

- Address and remove disability related barriers on campus and virtually
- Provide consultation to faculty and staff on disability related issues, specifically as they pertain to distance education classes
- Provide case management services to DSPS students that includes Specialist, academic success coach and counseling
- Continue to train students on using AIM communications via website, Canvas how-to videos and workshops
- Continue to provide training to faculty around accommodations through how-to videos, professional development opportunities, department meeting presentations and development of faculty Canvas page

Also, the department is anticipating starting the hiring process for a part-time DSPS academic counselor Spring of 2023.

PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE

SUMMARIZE ASSESSMENT RESULTS FOR PROGRAM OUTCOMES.

To summarize, moving out of the Pandemic and acknowledging the increased and permanent presence of distance education, DSPS needs to continue to pivot and offer meaningful and relevant accommodations, services and relationships that support the student in the current educational environment. Detailed objectives can be found above but in general:

- Continue to build an on-line presence through the DSPS website that facilitates comprehensive access to resources, information, services and staff.
- Be explicit in our approach to serving students with the goal of both maintaining our high persistence rate and closing the gap in the course retention rate. Specifically, strategies that target accommodations and student success techniques focusing on on-line learning.
- Continue to work closely with community stakeholders and especially local high schools to increase enrollment and facilitate a smooth and understandable on-boarding process for all students to both the college and DSPS.
- Continue to work collaboratively with college faculty and staff to ensure that DSPS is supporting students in parallel with current offerings and CTE trends.

DESCRIBE IMPROVEMENT EFFORTS THAT HAVE RESULTED FROM SLO ASSESSMENT.

DSPS has continued to provide a case management model throughout the pandemic to meet students' needs via Zoom and in person. While our numbers decreased from the pandemic our first-year persistence maintained above the college average. DSPS provided Staying Connected Workshops, trainings and continued individual support via Zoom. AIM software program allowed DSPS a smooth transition into a virtual modality during the pandemic. DSPS plans to implement transition workshops for high school students with goals to continue to enhance first year persistence outcomes. DSPS continues to provide workshops/groups and has developed a student Canvas page that provides education and support around student success factors (i.e. time management, study strategies, test taking anxiety, etc.).

RECOMMEND ADDITIONAL IMPROVEMENTS TO THE PROGRAM BASED ON ASSESSMENT OF OUTCOMES AND PROGRESS TOWARDS INSTITUTIONAL GOALS AND OBJECTIVES AND/OR INSTITUTIONAL LEARNING OUTCOMES.

- DSPS does not have a transitional program from high school to college to support and educate students and families in the transition. DSPS continues to outreach high schools to develop relationships to build program opportunities.
- DSPS does not have transitional program and support for students with autism.

- DSPS does not have full-time academic/behavioral coach to support students and faculty with interventions in the classroom.
- To prepare, project and develop interventions and accommodations to support increased needs post pandemic (mental health, long haul covid- cognitive impacts, fatigue, memory, etc.).
- Work with key stakeholders (DOR, local high schools, Tri-counties Regional Center) to develop transition/bridge summer programs

RECOMMEND CHANGES AND UPDATES TO PROGRAM FUNDING BASED ON ASSESSMENT OF PROGRAM OUTCOMES.

- For elements that require funding, complete Section D - the Resource Plan Worksheet ([download from this folder](#)) and review the [Resource Allocation Rubric](#).
- For faculty hiring needs, see Section H – Faculty Prioritization Process.

IDENTIFY AND DESCRIBE ANY BUDGET REQUESTS THAT ARE RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT RESULTS OR INSTITUTIONAL/PROGRAMMATIC OBJECTIVES.

Elements:

A. Personnel

- Full-time Specialist (Learning Disability)
- Part-time Academic Counselor
- Full-time Academic Success Coach
- Full-time Academic Counselor
- Part-time DSPS Specialist
- Psych Tech Proctor

B. Technology

- OWL video technology
- Spyware for proctoring

C. Facilities

- Storage space for equipment/furniture on the San Luis Obispo campus

ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:

- Regulatory changes

- Change in state funding formula with unknown short- and long-term consequences.
- Continuing to provide relevant and effective hybrid services post-pandemic.
- Post-pandemic – adapt with new disability types and needs for accommodations (new medical conditions, mental health, cognitive).
- Internal and external organizational changes
 - Availability of Academic Success Coach beginning AY 2023-24
 - Ongoing consideration of input of stakeholders and Chancellor’s office to determine need for internal and external organization changes due to pandemic and shift to hybrid services.
- Student demographic changes
 - Address declining enrollment due to the wide-ranging effects of the Covid-19 pandemic
 - Current national trends in DSPTS populations are expected to increase in areas of mental health and medical conditions post pandemic as well as increase of students on the autism spectrum.
 - The stigma of seeking services from DSPTS offices is happily continuing to shrink, further encouraging students with hidden disabilities, especially learning disabilities, to apply for DSPTS services. DSPTS has shifted back to providing LD testing in person to better serve those students.
 - Increase in number of students with severe disabilities
 - Increase in number of students with severe psychological disabilities
 - Increase in low-income students with significant need for basic needs support (housing, food, gas, etc)
 - Increase in dual enrollment students
 - Reduction in California Men’s Colony students in recent years but discussions have recently begun to coordinate DSPTS application and service processes for CMC students.
- Community economic changes – workforce demands
 - Pandemic
 - Inflation
 - New Aviation Maintenance Technician certificate program offered at Cuesta
 - Psych Tech: ESL needs of international students
 - English/Math requirements: pre-req assessment
- Role of technology for information, service delivery and data retrieval
 - AIM software program (DSPTS student/faculty portal) allowed for DSPTS to continue to provide appropriate services and communication during the pandemic.

- Improved DSPS website with more resources, accessibility, information and videos for students, staff and faculty.
- Handbooks digitized
- More e-textbooks available
- Increase in Open Educational Resources
- Distance Education impact on services (See details in Summary of Assessment Results)
- Providing service to multiple off-campus sites
 - Continue to offer hybrid services to meet student needs.
 - Additional support at NCC office for North County students.
 - Provide proctoring for DE courses
 - Nursing
 - Psych Tech
 - Dual enrollment
- Anticipated staffing changes/retirements
 - Retirement of Learning Disability Specialist June 2023
 - Possible retirement of DSPS NCC Program Assistant, June/July 2023
 - Anticipated hiring of permanent DSPS Director, June 2023
 - Addition of new Program Assistant for San Luis Obispo campus

PROGRAM DEVELOPMENT FORECAST

Suggested Elements:

- Description of forecasted program development and objectives, based on information collected in I-IV
 - DSPS will continue to provide students with individualized accommodation plans and support including LD testing, problem solving and advocacy, alternate media, alternate testing, and other services. The implementation of DSPS software (AIM) has helped the department meet students needs' in an efficient and effective manner while providing much-needed communication between, students, DSPS, and instructors and will continue to do so in the future.
- Plans for improvement
 - The department has been without a permanent director since September, 2022. An interim director is currently in place until June, 2023. The anticipated hiring of a permanent director this spring will provide increased stability and leadership to DSPS.
 - Implement annual student and faculty surveys.
 - Continue to use DSPS software (AIM) and increase fluency with the program
- Support for Institutional Goals and Objectives and Objectives

- DSPS will continue to support the Institutional Goals and Objectives by fulfilling DSPS' legal mandates, as outlined in the ADA, Federal 504 and 508 laws and Title V, to support the district's efforts for inclusion and accessibility. DSPS' daily operations assist college's staff, faculty, and support students in their efforts to reach their educational goals. DSPS assists students by identifying appropriate and reasonable disability access for courses and programs and promotes student personal growth. Academic accommodations lead to student success and excellence.
- New service coordination and collaboration – internal and external programs
 - DSPS will increase collaboration with academic programs and student services offices. The CaFE Center shares a number of students with DSPS and has expressed interest in collaborating on the funding for an Academic Success Coach to serv both departments. In addition, the Curriculum Committee has reminded DSPS faculty of the importance of their participation as a voting member to ensure that curriculum that is reviewed adheres to the standard of universal design
 - DSPS will improve on targeted outreach to SLO County high school Deaf students. DSPS will invite local high school Deaf students to Cuesta for a tour so they get to know other Deaf students, interpreters and the ASL teacher. DSPS will also explore the possibility of providing this opportunity to SLO county students who attend the School for the Deaf in both Fremont and Riverside.
- Anticipated job description revisions based on program changes: N/A
- Staff training/professional development needs
 - Ongoing training and professional development is necessary for all staff. Ongoing training in using the AIM software is needed as new elements are implemented. Within the DSPS field, laws and procedures are in a state of flux and have a need for periodic training.

OVERALL BUDGET IMPLICATIONS

WILL BE REFLECTED IN DISTRICT PLANNING AND BUDGET PROCESS

Elements:

A. Personnel

- Full-time Specialist (Learning Disability)
 - This position allows us to offer an LD specialist at SLO and NCC to support Institutional goals and objectives, specifically Completion Rate, Persistence Rate, Retention Rate, Degree Completion, Certificate Completion Rate, Transfer Rate.
- Part-time Academic Counselor

- Increase availability of counseling for DSPS students to support institutional goals and objectives, specifically Success and Completion Rate, Persistence Rate, Degree Completion, Certificate Rate, Transfer Rate.
- Full-time Academic Success Coach
 - The academic and behavioral supports offered by this position greatly enhances DSPS' ability to improve DSPS student rates of success: Completion Rate, Persistence Rate, Degree Completion, Certificate Rate, Transfer Rate.
- Full-time academic counselor
 - Filling this position will provide students the increased opportunity to work with a counselor specifically trained in supporting students with disabilities. This in turn will likely lead to an increase in student success rates such as Completion Rate, Persistence Rate, Degree Completion, Certificate Rate, Transfer Rate. Completion Rate, Persistence Rate, Degree Completion, Certificate Rate, Transfer Rate.
- Part-time DSPS Specialist
 - As DSPS enrollment continues to rise post-pandemic, this position would allow us to provide mandated and appropriate services to students both at SLO and NCC to support Institutional goals and objectives, specifically Completion Rate, Persistence Rate, Retention Rate, Degree Completion, Certificate Completion Rate, Transfer Rate.
- Psych Tech Proctor
 - Supports students enrolled in Psychtech Program at Atascadero State Hospital so they can take tests with accommodations at ASH rather than having to come to SLO or NCC campuses. Hiring someone for this position will facilitate students' access to accommodations.

B. Technology

- Spyware for proctoring
 - Allow testing center office to monitor in Testing Center and Computer lab and to monitor what is accessed during test; to enhance academic integrity during test proctoring.
- OWL video technology
 - Allow interactive participation of in-person class for student participating in class remote

C. Facilities

- Storage space for equipment/furniture
 - Need for storage for DSPS accommodation equipment. Institutional goal 1

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Success and Support Programs, College Centers and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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- **Program Support of Institutional Goals and Objectives and Student Learning Outcomes (Required for Instruction/Student Success and Support Programs, College Centers/Administrative Services):**

- **Program Data Analysis, Assessment and Improvements (Required for Student Success and Support Programs, College Centers/Administrative Services):**

- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Success and Support Programs, College Centers/Administrative Services):**

- **Anticipated Service Challenges/Changes (Required for Student Success and Support Programs, College Centers/Administrative Services):**

- **Program Development Forecast (Required for Instruction/Student Success and Support Programs, College Centers/Administrative Services):**

- **Overall Budget Implications (Required for Student Success and Support Programs, College Centers/Administrative Services):**

- **End Notes/Additional Comments (Required for Instruction/Student Success and Support Programs, College Centers/Administrative Services):**

C. Commendations/Considerations:

Please provide a list of commendations and considerations based on the CPPR.

Commendations:

Comments in this area summarize how the program has demonstrated its effectiveness.

Considerations:

Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.

D. Applicable Signatures:

Vice President/Dean **Date**

Division Chair/Director/Designee **Date**

Other (when applicable) **Date**

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Success and Support Programs, College Centers and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Jeremy Bettercourt
Division Chair/Director Name Signature Date 3/6/23

Christine Goff
Name Signature Date 3/6/23

Michelle Bach Peters
Name Signature Date 3/6/23

Lisa Curtis
Name Signature Date 3/6/23

Judy RITTMILLER
Name Signature Date 3/7/23

Kathy Peters
Name Signature Date 3/7/2023

Joann Malizia
Name Signature Date 3/8/2023